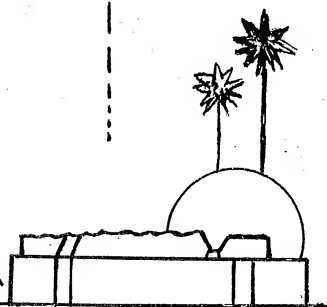
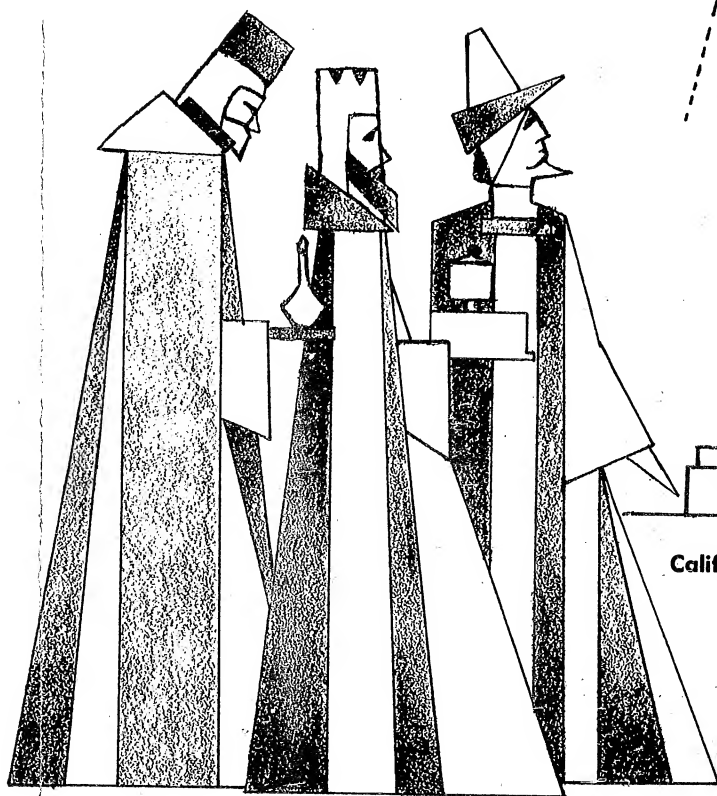
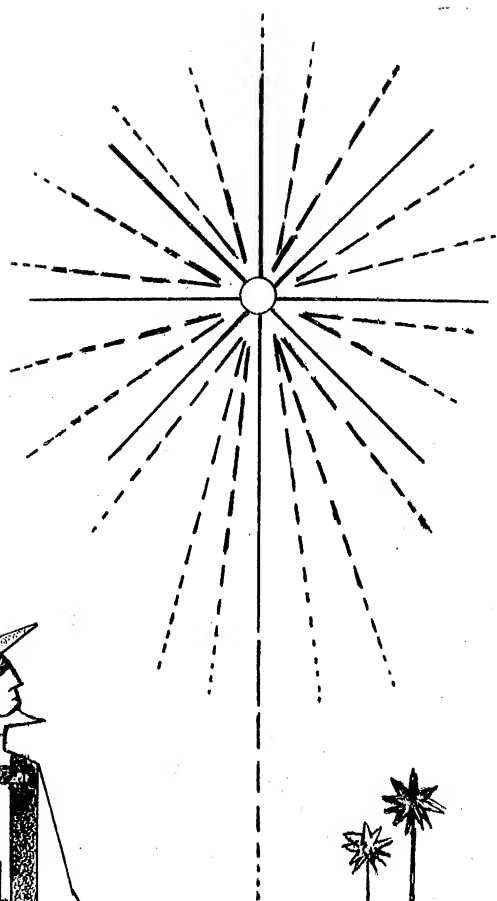


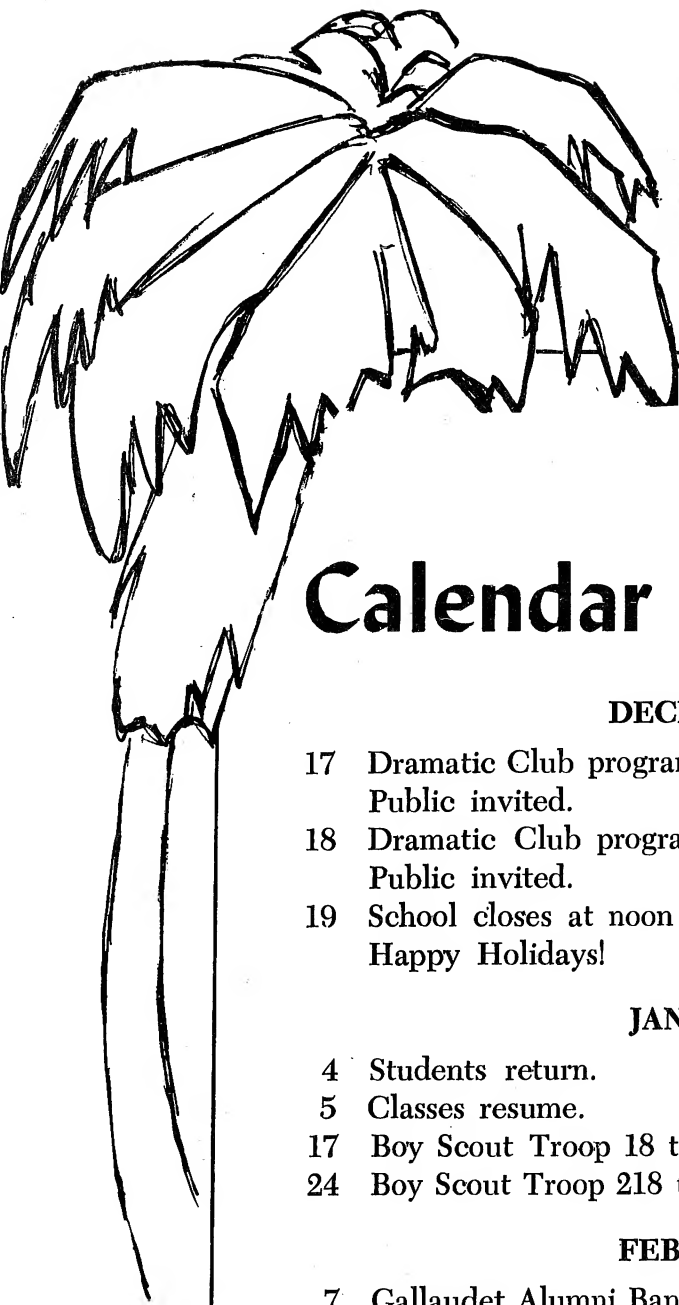
Volume 15, Number 2

*The
California
Palms*



California School for the Deaf
Riverside, California

December, 1969



Calendar of Events

DECEMBER

- 17 Dramatic Club program, Social Hall, 7:30 p.m.
Public invited.
- 18 Dramatic Club program, Social Hall, 8:00 p.m.
Public invited.
- 19 School closes at noon for Christmas vacation.
Happy Holidays!

JANUARY

- 4 Students return.
- 5 Classes resume.
- 17 Boy Scout Troop 18 trip to the mountains.
- 24 Boy Scout Troop 218 trip to the mountains.

FEBRUARY

- 7 Gallaudet Alumni Banquet.
Girl Scout trip to the mountains.
- 13 Valentine parties in the residence halls.
Student Body Government dance for Arizona basketball team.
- 14 Games with Arizona.
- 12 Open House for parents.

The Superior I.Q.'s of Deaf Children of Deaf Parents

By Richard G. Brill, Ed.D

Superintendent of the California School for the Deaf, Riverside

Introduction

The basic handicap of deaf children, particularly prelingually deaf children, is a language handicap. Due to lack of hearing, the deaf child does not acquire an understanding of language as does the hearing child.

For this reason it is necessary to use nonlanguage intelligence tests, usually performance-type tests, to obtain a valid measure of a deaf child's intelligence.

In a previous study by this investigator (Brill, 1960), it was found that the mean I.Q. of a group of 45 deaf children enrolled at the California School for the Deaf, Riverside, whose parents were deaf, was 111.7.

It has frequently been stated by teachers of the deaf that deaf children of deaf parents have a higher rate of academic achievement than deaf children of hearing parents. Until recently there have been no formal investigations of this contention.

The Hypothesis

The hypothesis of this study was that deaf children of deaf parents as a group would have a mean I.Q. on performance tests of intelligence that was significantly greater than a representative sample of deaf children who did not have deaf parents.

Review of the Literature

In the study by this investigator reported above (Brill, 1960), a group of 45 deaf children of deaf parents, which constituted the total number of such children enrolled in the school at the time, was matched with two other groups. One group was composed of deaf children who also had deaf siblings and the third group was composed of deaf children each of whom was the only deaf child in the family. In both of the latter groups the parents were hearing. The groups were matched on an individual basis, taking into account sex, chronological age, and intelligence quotients. The average I.Q. for the base group

of deaf children of deaf parents was 111.7. The members of the other two groups were then selected on a matching basis.

Another study (Brill, 1962) has found that the Wechsler Intelligence Scale discriminates well in terms of ultimate academic achievement of deaf students.

Stuckless and Birch (1966) made a study of the influence of early manual communication on the linguistic development of deaf children. They selected two groups of children, one of which had deaf parents and one which did not. They selected children from six schools for the deaf and found a total of 146 deaf children over seven years of age with deaf parents. In their study they matched deaf children of deaf parents with deaf children of hearing parents. The matching took into account a number of different factors including intelligence. By the time they were finished with their matching, they had reduced the number of deaf children with deaf parents from 146 to 38. The 38 deaf children of deaf parents had a mean I.Q. of 102 while the control group composed of 38 deaf children of hearing parents had a mean I.Q. of 104. This does not mean that the average I.Q. of 102 was the mean of the entire group of 146 deaf children of deaf parents. These 38 had been selected for matching purposes. Stuckless and Birch concluded, "The very young deaf child who is provided a manual communication system develops subsequent reading, written language, and speechreading skills superior to the deaf child without early systematic communication."

A recent study by Meadow (1967) was concerned with the effect of early manual communication and family climate on the deaf child's development. In this study a group of 59 deaf children with deaf parents was selected and this group was matched with others drawn from a pool of approximately 225 deaf children. The mean I.Q. of the deaf children with deaf parents was

111.5, while the matched group with hearing parents had a mean I.Q. of 108.9. The 59 deaf children of deaf parents constituted nearly all of the children in this category enrolled at the California School for the Deaf, Berkeley. Thus it is highly representative of that particular group of children. However, the average I.Q. of the control group was not necessarily representative of the total pool from which those children were drawn.

The Meadow study found, "When pairs of children were compared in terms of their scores on the Stanford Achievement Test, the children with deaf parents were found to have an average advantage of 1.25 years of achievement in arithmetic, 2.1 years of achievement in reading, and 1.28 years in overall grade achievement. These differences were significant beyond the one percent level of confidence." This study also found that the gap increased so that at the senior high school level the deaf children of deaf parents had an average advantage of 2.2 years.

Procedures

In the California School for the Deaf, Riverside, during the 1967-68 school year, of a total enrollment of 556 children, there were 65 children whose parents were deaf.

Of the remainder of the school enrollment, the 36 children who were classified as hard of hearing and the 80 children who were classified as having a handicapping condition such as mental retardation or cerebral palsy in addition to deafness were eliminated. From the balance of the children, all of whom were prelingually deaf with hearing parents and no additional handicapping condition, every fourth child was selected from the alphabetical listing of this group. This constituted a representative sample of 98 children.

The parents of all children selected for the study were given a card with the following statements and asked to check one or more of them:

-We used the formal sign language of the deaf with our child before he entered school.
-We used manual finger spelling with our child before he entered school.
-We used both signs and finger spelling with our child before he entered school.

.....We never used signs or finger spelling with our child before he entered school.

Of the 65 children with deaf parents only one parent checked the last statement indicating signs or finger spelling were never used with the child before he entered school. Thus there were 64 children of deaf parents who had used some form of manual communication with their parents before entering school.

With the 98 children of hearing parents there were 88 responses from parents indicating they had never used signs or finger spelling with their child before entering school. These 88 children constituted the comparative sample.

The most recent intelligence test score was selected for each child in this study. These intelligence test scores were either Wechsler Adult Intelligence Scale, (WAIS), the Wechsler Intelligence Scale for Children (WISC) or the Leiter Intelligence Scale. Because the Leiter Scale has a mean of 95 instead of 100, a conversion table was used to utilize the Leiter scores on the same scale as the Wechsler scores.

TABLE I
DISTRIBUTION OF TESTS USED

	Deaf Parents	Hearing Parents
WAIS	5	10
WISC	26	46
Leiter	33	32
	64	88

Generally the WAIS tests were administered to children between the ages of 16 and 19, the WISC tests to children between the ages of 9 or 10 and 16, with the Leiter tests being administered to children between the ages of 6 and 9. There was an occasional exception to this.

Findings

TABLE II
RESULTS OF TESTING

	Children with Deaf Parents	Children with Hearing Parents
Number	64	88
Mean	113	104
Standard Deviation	15.2	12.4
Standard Deviation of the Mean	1.9	1.3
Range	64 - 150	79 - 140

The mean I.Q. score for the children with deaf parents was 113, whereas the representative sample of children with hearing parents had a mean I.Q. of 104. The difference between the two groups was significant at the one percent level of confidence. By inspection of Table III it can be seen that the superiority is general for nearly every age. The number of cases at any individual age is not great enough to make a statistical analysis, but it can be seen that only at age 13 is a group of eight children of hearing parents superior to a group of four children with deaf parents. One of the four children with deaf parents in this group had an I.Q. of 64.

TABLE III
DISTRIBUTION OF I.Q.'S BY AGES
WHEN TESTS WERE ADMINISTERED

Deaf Parents			Hearing Parents	
Age	N	M (I.Q.)	N	M (I.Q.)
19	1	119	1	105
18	1	109	3	108
17	1	125	4	105
16	5	107	4	102
15	2	123	3	95
14	3	121	7	108
13	4	96	8	107
12	7	109	9	106
11	2	115	7	99
10	4	119	9	112
9	3	115	3	92
8	6	111	9	104
7	15	110	16	100
6	8	121	4	107
5	2	122	1	90
64 M= 113			88 M= 104	

It should be pointed out that in selecting the universe from which the sample of deaf children of hearing parents was taken that any child with an additional handicap had been eliminated from this group. This means there were no mentally retarded deaf children in that control group. On the other hand, no child, even though he might have additional handicapping conditions, was eliminated from the group of children with deaf parents. If the mentally retarded child with deaf parents had been eliminated from that group the difference would have been even greater.

The superiority of the deaf children of deaf parents, as measured by performance-type intelligence tests, was clear and the hypothesis of the study confirmed.

Discussion

The basic difference between these two groups is that the deaf children of deaf parents had the advantage of manual communication from a very early age and long before they entered school. The deaf children of hearing parents rarely had the opportunity for manual communication and very little communication of any kind before they were old enough to enter school.

Vernon (1967), in an analysis of many studies of the intelligence of deaf children, made the following statement in regard to performance scale I.Q. tests, "It is necessary instead to perceive these tests as excellent nonlanguage measures of the thought process — remembering, abstracting, reasoning, concept forming, etc. which is what the tests actually are. Once they are conceived as measures of the thinking process, i.e., of cognition, it becomes apparent that they do measure the many facets of thinking more comprehensively than do the very simple laboratory tests generally used for this purpose". He goes on to say, "Performance scale I.Q. tests are the best available non-verbal measures of the thought process."

Bruner (1966) defines cognitive growth as "how human beings increase their mastery in achieving and using knowledge." He goes on to state, "Cognitive growth, whether divergent or uniform across cultures, is inconceivable without participation in a culture and its linguistic community." He says there are three ways in which somebody "knows" something. These are: "(1) through doing it, (2) through a picture or image of it, and (3) through some such symbolic means as language."

Deaf children who learn a manual communication system at a very early age are developing a symbolic system even though the symbolism is not necessarily English.

Furth (1966) states, "All thinking activity which is directly concerned with events not perceptually present employs symbols. Symbols serve to broaden the scope of intelligent adaptation across time and place."

Conclusion

A deaf child who has the opportunity to learn and use manual communication from a very early age begins his cognitive

The California Palms

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growth which makes it possible for him to utilize the various thinking processes as a result of having a symbol system. The deaf child who is prohibited from developing any kind of symbol system which is adequate to his needs does not have the opportunity for a similar cognitive growth. The results of the present study suggest that the deaf child of deaf parents has a "headstart" in his development of the thinking processes which is reflected by his scores on a performance intelligence test in later years.

The studies by Meadow and Stuckless and Birch have shown that early manual communication is beneficial to deaf children rather than harmful. This study confirms another aspect of this general conclusion. This suggests that hearing parents should begin to use manual communication with their deaf children during the pre-school years.

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Do You Have A Moment?

Approaching the halfway mark for this school year brings about the need for a report on what is happening at CSDR.

First of all I would like to report an oversight on my part. In our first issue of the **Palms** for this year, I left out the names of two of our new teachers in the Lower School Department. They are: Barbara Levitov and Mrs. Mary Rowe Lebold.

Mr. Gerald Burstein is in charge of our Instructional Media Center. He is new to this position but not to our school. I might add that he is doing a tremendous job in assisting and instructing our staff in the use of instructional media. The next time you visit our campus come in and see our Media Center. It is located right next door to my office. You will be pleased at what you see.

I would like to report the appointment of Mr. Seymour Bernstein as Physical Education Instructor and Coach. He replaced Mr. Ray Parks who resigned after the opening of school in September. Mr. Bernstein will coach our varsity basketball and baseball teams.

Construction work is now in progress on the temporary units for the Multi-handicapped Department. Mr. Lennan, the supervisor of this department, is hopeful that the temporary units will be completed and in use by the middle of December. At this writing there are seventeen pupils enrolled in this program utilizing existing facilities.

Those of you who have visited our Junior High School Department are aware of the water damage created by rain and a leaky roof. Well, work is now under way to repair the roof. We surely hated the sight of that hallway with peeled paint and fallen acoustic tile. Thanks to our General Services Department, we are able to live with it until the roof is repaired.

James A. Hoxie
Assistant Superintendent
for Instruction

The Cover

The Christmas cover was designed by Don High in art class.

Student Assistance Fund

In memory of Mrs. Willard Allen:

Dr. and Mrs. Richard G. Brill

Vocational Department Staff

Gift:

Mr. Harold Smith

In Memory of Mrs. Mariellen Mooney:

Mr. and Mrs. E. G. Crews

In Memory of Mr. S. W. Patterson:

Virginia Firth

In Memory of Edna Gunderson, grandmother of Bruce Brewster (graduated 6-69):

Mr. and Mrs. James R. Brewster

In Memory of David Pallister, Jr.:

Mrs. Mary Scully

In Memory of Allen Scott Hall:

Mildred E. Kidd; Mr. and Mrs. Robert E. Otto; Mr. and Mrs. Charles E. Hooker

In memory of Mrs. Laura Garrett:

Lower School staff

In memory of Mr. Henry Bruns:

Miss Grace Paxson

In Memory of Mr. Leonard Waldron:

Lower School Staff and Lower School Children

Gallaudet News

We at Gallaudet are happy to have some "69'ers" from CSDR enrolled here. They are Sherwood Boxer, Bruce Brewster, Patty Burrell, Carol Cook, Beverly Goldsberry, Scott Kramer, Alana Nunn, and Steven Turner. Two former CSDR graduates who had attended Riverside City College are now enrolled here too. They are Kathy Carlsen and Arlene Marsh.

Many of the "69'ers" are busy in extra-curricular activities.

Sherwood Boxer: manager of varsity football team

Bruce Brewster: assistant treasurer, Jr. NAD; treasurer, Preparatory Boys' government; member of SBG program committee; and member of the football team

Scott Kramer: vice president of Preparatory Boys' Government; parliamentarian of Jr. NAD; member of SBG social and program committee; and member of the football team

Steven Turner: vice president of the class of 1973; and Joint Administration representative

Hans D. Baumert
Alumni News Reporter

Alumni Profile:

Kendall R. Doane

by Billy Wales

A member of the class of 1963, Kendall is a young man of many talents and accomplishments and one who is working untiringly toward his goal.

Hailing from Minnesota, where he spent his first fourteen years, Kendall was one of our school's prize students who never failed to be on the academic honor roll in his three years at CSDR. Traditionally, a graduating class has one valedictorian, but the class of 1963 chose three, one of whom was Kendall.

Gallaudet College was the next step for Kendall. In addition to maintaining a high scholastic standing, he was president of the junior class, advertising manager of the student paper, senior class editor of the **Tower Clock**, a student body government officer in charge of academic affairs, a Kappa Gamma Fraternity member, a member of the college honor society, a member of the varsity swimming team, and a member of the World Games for the deaf team. Kendall also found time for his hobbies, stamp collecting and photography. After four years he was graduated from Gallaudet.

Then began Kendall's career and post-graduate work. Upon graduating from Gallaudet, he was employed by IBM in Maryland as a programmer system analyst in the summer of 1967 and was involved in providing programming support to the orbit-determination system prepared for an Apollo moon mission. He had progressed to the financial department in a position which required frequent contacts with the various departments. Currently Kendall is on educational leave to devote full-time to a master's program in computer science at UCLA. Upon completion of his studies he hopes to follow a career in scientific programming and/or research within the spectrum of IBM.

Is it any wonder that Kendall was listed in the "Who's Who Among Students in American Colleges and Universities".

Lower School News

Christmas Fun

Scrambled Words

1. e m r y r s r c m h a i s t
.....
2. c d y n a c n e a
.....
3. e e n r d e r i
4. s a t n a u c s l a
.....
5. e t r e
6. s f i g t
7. n c y i h m e
3. o b o t s

Match

- | | |
|----------------|----------------|
| 1. Santa Claus | Rudolph |
| 2. reindeer | Christmas tree |
| 3. ornaments | snow |
| 4. boots | white |
| 5. sleigh | sweet |
| 6. candy cane | black |
| 7. chimney | smoke |
| 8. beard | red suit |

Fill In the Blanks

1. At Christmas time we receive many g
2. We hang o
3. R the red-nosed reindeer, helped Santa Claus.
4. We put a w on the front door at Christmas time.
5. A Christmas song is "J B"
6. The first name of Mr. Claus is S
7. Santa rides in a s
8. December holiday is C

What Am I?

I am a man, but I cannot walk,
I have a mouth, but I cannot talk,
I have two eyes, but I cannot see.
Children like to play with me.
I wear a white coat and an old black hat.
I am not very tall, but round and fat.
I am a

A Surprise

David and Susan went shopping to buy a Christmas present for their mother. Fill in the blank spaces and find out what they bought Mother.

1. They smelled .. e r f u m e
2. They looked at b o o k s
3. They tasted c a n . . y
4. They saw many pretty d r e . . s e s
5. They thought of a s . . e a t e r
6. They looked at h a n d . . e r c h i e f s
7. They almost bought a s c . . r f
8. They bought an u . . b r e l l a

Answers

Scrambled Words — 1. Merry Christmas, 2. candy cane, 3. reindeer, 4. Santa Claus, 5. tree, 6. gifts, 7. chimney, 8. boots
What Am I? — I am a snowman.
A Surprise — 1. perfume, 2. books, 3. candy, 4. dresses, 5. sweater, 6. handkerchiefs, 7. scarf, 8. umbrella
Match — 1. red suit, 2. Rudolph, 3. Christmas tree, 4. black, 5. snow, 6. sweet, 7. smoke, 8. white
Fill in the blanks — 1. gifts, 2. ornaments, 3. Rudolph, 4. wreath, 5. jingle bells, 6. Santa, 7. sleigh, 8. Christmas

Vocational Palms



Mr. Peters checks progress of lower school teachers during after school demonstration.

Mrs. Joan Fahey proudly displays her first production.

During October Mr. William Peters, General Shop teacher, developed a series of stencils which when used in various combinations produced colorful Christmas cards and also larger pictures suitable for mounting on mats or for framing. Printing inks of various colors produced unusual color effects when properly applied with a brush. Mr. Peters developed this project for use with his first year general shop pupils.

When Mr. Rahmlow, Vocational Supervising Teacher, became aware of the project. He felt that these same techniques would be suitable for use in the Lower School to produce their Christmas cards. Miss Paxson, Lower School Supervising Teacher, was contacted and an after school training session was set up for the teachers of that school. Twelve teachers came to the class in the Vocational Department and were shown how to use the existing materials and also how to produce original materials. From the smiling faces in the photos above it is apparent as to the interest and success of this inter department in-service training session.

Elementary School News

My Year in Australia

My father is a science teacher at the University of California at Riverside. Last year he decided to go to a university in Australia to work for one year. We were very excited. We packed our clothes and some other things but did not take our furniture. Then in August, 1968, my father, mother, brother and I flew from San Francisco to Hawaii. We stayed at a Holiday Inn Motel in Hawaii for two days and toured Honolulu. Then we flew to Nandi, Fiji Islands. We took a trip to Suva in the Fiji Islands and then back to Nandi.

We then flew to Auckland, New Zealand and then took a small plane to Rotorua. We toured Rotorua. After that we flew to Sydney, Australia and arrived there on September 1. We stayed with our friends.

On September 10 my family went to the school for the deaf in North Rocks. I entered school there. I was in grade 5. I made three new friends quickly. Their names were Elaine, Karen and Sophia. My teacher's name was Miss Talbot.

In December we went home for our Christmas vacation. When we returned in January we were in grade 6. Miss Talbot was still my teacher. I liked this school very much.

In May my family went to Melbourne, Victoria by train. Then we went to Adelaide, West Australia. My father worked at the university there for three days. Then we went to Sydney.

In June we went to Brisbane, Queensland. We went to a koala bear farm. I held the largest koala bear there. Koala bears are funny animals.

We then visited Cairns and Green Island. Green Island is a very interesting place. I saw some beautiful shells and many turtles there. I liked that place.

In July we left Australia and went to Japan. I made a new friend on the ship. Her name was Penny.

On August 2, 1969, we arrived at Kyoto where we took a tour. Then we rode a train to Nagoya. It was a beautiful place. Then we went to Tokyo by train.

In August we returned to San Francisco by airline. I had a very good time during my year in Australia. I learned a lot and saw many interesting and exciting places and things.

Laura Lyons

My New Vest

My mother crocheted a vest for me. It is yellow. When I went home, my mother gave it to me. I tried it on. It fit perfectly. I like it very much. My mother took me to Zody's store. She bought a skirt for me. It is yellow, red, black and white.

On Monday I wore my new vest and skirt to school. Everybody liked my new vest. I am proud of my mother because she crocheted the vest.

Kathy Sugiyama

A Policeman's Visit

A policeman came to school to talk to us. His name was Sergeant Homsher. He knew how to fingerspell and sign because his grandparents were deaf. He showed us his nightstick, handcuffs, and explained about his helmet and uniform. He explained many things to us. We were interested. We asked him many questions and learned a lot. Later we had our picture taken with Sergeant Homsher. We enjoyed his visit very much.

Judith Beau

My First Telegrams

On November 15 when I came home from Disneyland I had some mail. I thought it was letters or cards from my relatives. When I looked at the mail, I found three telegrams. They were from my grandparents and aunts and uncles. These were for my birthday. My relatives sent me good wishes for my birthday. These were my first telegrams.

Debbie Ziegler

The Lakers at the New Forum

My father and I went to see the Lakers play basketball at the Forum. The Los Angeles Lakers played against the San Diego Rockets. I bought some ice cream to eat during the game. The game was very exciting. The Lakers won. The score was 100-98.

Mike Sliva

Junior Palms

Junior High School

In this issue, junior high students search their memories for the vivid moments remembered as the "first time". The mood is set by John Estes' poem.

Search and Dream

I search
For the beautiful mountains.
I search
For the sweet flowing creeks.
I search
For the tall forests and big trees.
I search
For my home sweet home.
And I dream
About the beautiful mountains.
And I dream
About the sweet flowing creeks.
I dream
About the tall forest and big trees.
And I dream.
About my home sweet home.
I search
And I dream.
Maybe it's the true loveliness
In my world.

John Estes
Class C

My First Day in Junior High School

Last September I was very excited about coming back to school. I like my school the best of all. My family and I went to my dorm. The counselor hugged me so hard. I was happy to see her. Then I was excited to see many girls and to talk about summer and where they went last summer.

Tuesday many girls, boys and I went to Social Hall. Dr. Brill and Mr. Hoxie asked us if we had a nice summer. Miss Thomas talked to us.

I was very excited. I thought my teacher was Mr. Barrett. Next year I hope my homeroom teacher will be Mr. Barrett. Then Mrs. Quinn took my class to her homeroom. We had a nice day at school. It was my first day in Junior High School. I don't go to Elementary School anymore!

Merle Miller
Class B

My First Surfboard Ride

Two years ago my family went to Newport Beach for one week in a rental apartment near the beach. Next day, early in the morning, I went to the beach. I saw many men riding on surfboards. I thought it was not safe. I did not want to swim in the ocean because the water was cold so I went back to the apartment to eat breakfast.

Four days later, Greg came over to my house to stay overnight with me. Greg and I went to the beach to swim for a long time. At lunch time, we ate lunch. Greg said, "I want to ride a surfboard." I said, "Why not!" He said, "Maybe tomorrow, early in the morning". I said, "OK."

Early in the morning many surfers rode their surfboards. Some men fell from the surfboards. One surfboard floated to land so I took it to a man while Greg was swimming. The man asked, "Do you want to ride a surfboard for one time?" I said, "OK, but my friend wants to ride it, too". Greg and I rode the surfboard. The first time I fell off. That was the one time I got to try. I haven't gone again.

Mike Farnady
Class C

My First Baby Shower

Last year my teacher's name was Mrs. Bradshaw. She had an idea. So she told us that we would have a baby shower. Rickie, Randy, Tommy, Teri, Sandra, Terry, Jet, Dawn, Diane, Gene, and I bought baby things and clothes. Mrs. Bradshaw said, "Class L and N will have a baby shower for Mrs. Luxton". Mrs. Luxton was pregnant.

Class L decorated with blue and pink crepe paper. Then classes L and N wrote a story about Mrs. Luxton to put on the bulletin board. So Mrs. Bradshaw said to Mrs. Luxton, "Come with classes L and N." So Mrs. Luxton said, "What for?" Mrs. Bradshaw said, "We can watch slides about my family." Mrs. Luxton said, "OK".

Then Mrs. Luxton came to Mrs. Bradshaw's room. We had a surprise shower for her. She was so, so surprised. Then

classes L and N gave Mrs. Luxton many gifts. Mrs. Luxton was so happy and she said, "Thank you." That was the first time I went to a baby shower.

Robin Leisinger
Class B

My First Time Buying a Bike by Myself

I went to the Schwinn Shop. I looked at new bikes. Then I found one and I asked the woman if I could pay to lay away this bike. She said, "Of course." I gave her ten dollars for a deposit to hold the bike. I paid on August 21, 1969. I was very much excited but now I am not interested in that bike.

Next June I will buy a bike again and my other bike will be sold. I must learn to buy things myself because later I will leave my father and mother.

Barney Hawkins
Class B

My First Visit to Will Rogers State Park

My father and I went to Will Rogers' house. It is pretty. The house had two big fields in front. It is all green grass. We looked at Will's home and the horses' stable. It is a very large round stable. Will Rogers had two favorite horses. One horse died in 1949. I looked at some of Will's pictures. They are old. I read a story about Will Rogers. This is the story.

The Will Rogers Story

Will Rogers was born in Indiana. When he was five years old, he loved to play cowboy. He liked to ride a horse. He practiced roping. He could catch a bull. The bull was mean and ran toward Will. He got outside the fence. It was broken and the bull ran away. His father was mad.

When he was 10 years old, Will's family moved to Oklahoma. He rode with his father on a trip to the mountains. They stayed for 11 years. Will got married. They moved to New York. He wrote for the newspapers for 4 years. He had three children.

Will Rogers became a movie star in 1905. He was skilled in twirling a rope and he talked and told many jokes. Will's friend helped Will fly a plane in 1935. They were killed when the plane crashed in Alaska. He wrote an idea, "I never met a man I didn't like."

Gene Packard
Class A

My First Bike

It was the night before Christmas when I was nine. My mother woke me up. I believed in Santa Claus. So I ran and saw him take some toys out of a bag. Then I saw him bring a bike. It was red and beautiful! So I wanted to ride on it. But my mother said, "No, wait until morning."

Next morning I woke up early and ran to the new bike and put it outside. I rode it but sometimes I fell.

Two years later I rode it to the theatre and put it by the theatre but I did not lock it. I went into the theatre and watched the movie. When the two movies were over, I went out to get my bike but it was gone. I think it was stolen. When my father knew it, he became very upset.

Jet Hurley
Class A

My First Horseback Ride

I was a little boy. I was five years old. A man put me on a horse's back. I was afraid. I looked down and closed my eyes. The man walked around my grandmother's farm. I was happy but I felt seasick because the horse walked so funny. I thought it was a giant horse.

Five years later I was grown up and I saw the same horse. I thought to myself, "Oh, I remember I saw this same horse when I was a little boy." I said, "Not a giant horse!" I was a silly little boy!

James Nevins
Class B

My First Trip to Mexico

Last year my family went to San Diego to visit my brother in the Marines. I saw that he had a crewcut. I told my mother that I wanted to go to Mexico for the first time. We walked toward a taxi. The Mexican drove the taxi and we rode to the Mexican stores. I bought a watch and Joe bought a Mexican belt.

The Mexican taxi driver drove and he stopped but he did not look left or right. I saw Mexican people, cars, stores, and Mexican children fighting with other children. The children always beg for money for gum. We brought some Mexican money back to the U.S. We arrived in Riverside and I told many children about Mexico.

Thomas Gilmore
Class A

Sports Events

CSDR Wins Third Place

The CSDR Cubs closed out a most successful season by beating Aquinas High School for the first time in 14 years before a large and enthusiastic homecoming crowd. The victory gave Coach Lanzi's team third place in the Arrowhead League. This is only the second time in CSDR's history they finished this high in the tough, small school league.

After winning two out of three in pre-season games, with victories over Sherman 36-0 and Twin Pines 6-0 and a narrow loss to Norco of the Ivy League 8-12 the Cubs were ready for Arrowhead League opponents. The first game was against the Webb Gauls in Claremont, a team CSDR has never beaten in football. In spite of a week's practice, the Cubs were unable to defense the single wing offense of the Gauls and Webb scored three times in the first half. The Cubs came back strong in the second half stopping Webb's running game and moving the ball well. The loss of the ball on a fumble and two pass interceptions stopped all of CSDR's drives and Webb tallied once on a pass play, the score ending at 26-6.

Undefeated Notre Dame was CSDR's next opponent, a team that had been only scored upon once in five games. CSDR took an early lead when Butterfield intercepted a pass and took it in for a touchdown. The two point conversion was good and the Cubs led 8-0. Notre Dame came back in the latter part of the second half with power plays and good passing and tallied a total of three touchdowns. Eddie Ewald climaxed a CSDR drive with a touchdown pass to Mike Butterfield to end the half with the score 24-14. Notre Dame tallied late in the game to win 30-14.

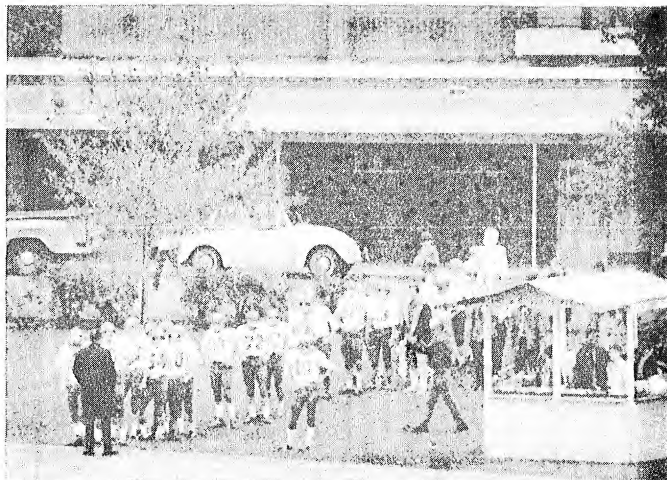
CSDR won the next two games in thrilling fashion beating Boys Republic by scoring two touchdowns in the last quarter to pull out a 20-10 win. In the mountains at Big Bear the Cubs played in eight inches of snow against an aroused Big Bear team. With the game tied 6-6 at half time the Cubs took the lead in the third quarter 12-6, but Big Bear came back with less than two minutes remaining to score what

seemed to be the winning touchdown. With 24 seconds remaining a desperation pass from Ewald to Lance York was good for 37 yards and a CSDR touchdown. Big Bear came right back and moved the ball quickly but time was on the side of CSDR and the game ended with Big Bear inside the CSDR 10 yard line. The final score was CSDR 20 - Big Bear 14.

The final game of the season was the homecoming game against Aquinas. And this game, like most of the others, was a real cliff-hanger. The first quarter ended in a 0-0 tie after each team had lost an opportunity to score, but early in the second quarter Chris Clements intercepted an Aquinas pass and streaked 62 yards for a touchdown and Lance York tallied two more touchdowns, one on a pass and one on a run to end the half with CSDR leading 22-0. Aquinas came back strong in the third quarter and scored twice. In the final quarter Aquinas tied the game with a quick touchdown and seemed to have the momentum to win. Lance York, playing his best game of the season, scooped up an Aquinas fumble and went 40 yards for a touchdown and CSDR took over the lead again. With four minutes remaining Aquinas began a drive which was fought bitterly by the CSDR defensive unit. Although unable to stop the drive CSDR with the help of penalties was able to use up the time and the gun sounded with Aquinas making a bid for a score inside the 10 yard line.

This successful season was climaxed by the selection of four of the CSDR players to the all-league roster. Mike Butterfield and Lance York made the first teams and Eddie Ewald and Danny Smith received honorable mention. The scores and standings are as follows:

CSDR			Opponent			Arrowhead League		
						W	L	
36	Sherman	0						
8	Norco	12	Notre Dame	5	0			
6	Twin Pines	0	Webb	4	1			
6	Webb	26	CSDR	3	2			
14	Notre Dame	30	Aquinas	2	3			
20	Boys Repub.	10	Boys Republic	1	4			
20	Big Bear	14	Big Bear	0	5			
28	Aquinas	22						
W-5 — L-3								



Lineup



The crowning of the Queen



More action!



York catches pass from Ewald

Homecoming - '69
CSDR - 28
Aquinas - 22
CSDR Cubs--We Love You



Victory!



Rooters



The Queen and her Princesses



Homecoming dance

Residence Hall News



Rubidoux counselor, Mrs. Coulehan explains a Thanksgiving bulletin board to Jackie Arnold, Pattie Walsh and Karen Nelson.



Stella Chavez, Alban Branton, Hanks Jelks and Colleen Shaw are eagerly waiting for Santa Claus to visit Pachappa II and III.

Pachappa I

Happy Birthday to Donnie Baer, Ronnie Whitsit, Oscar Sanchez, and Steven Kugler, each of whom will be ten years old in November, and to Gabie Razo who will be eight in November. Ronnie's parents gave a birthday party for Ronnie and all the boys in the dormitory, complete with cake, ice cream, and punch!

November was the month for new automobiles for Pachappa I. Earl Smith's father recently purchased a new yellow and white truck. Ramy Bustamante's parents eagerly awaited the delivery of their brand new light brown Volkswagen.

Congratulations to Donnie Baer's father and brother Randy, who won boy scout awards for service to the community recently in Lompoc.

Pachappa II

Phillip Gomez visited the home of David and Kenny Tucker. Besides having a good time trick-or-treating, Phillip had moose to eat for dinner.

Pachappa III

We have welcomed a new girl to Pachappa III. Her name is Dorcas Spears and she lives in Compton.

(Continued on Page 22)

Book Shelf

TITLE: *The Fisherman and the Genie*
AUTHOR: Edward W. and Marguerite P. Dolch

Each day, early in the morning, a fisherman walked to the beach. He would throw his heavy net into water and hope he could catch a lot of fish. He worked very hard and often felt tired, but he knew his wife and children would be hungry.

One morning he went down to the sea before it was light. He threw in the net as far as it would go. He waited and waited, but he didn't catch any fish. As he was waiting he saw something shiny near the shore. It was a small vase. He picked up the vase and rubbed the dirt off. Suddenly thick black smoke started to come out of the top of the vase and a Genie appeared. It was a very bad Genie. He told the fisherman that he had been put into the golden vase hundreds of years ago and while he was in the vase he decided if he ever got out he would kill the person who let him out. The fisherman was frightened. He asked the Genie if he thought he was clever enough to put himself back in the vase. The Genie, wishing to show his power, began to change back into smoke and disappeared into the vase. Then the Genie realized he had been tricked and couldn't get back out. The fisherman said, "Any Genie who would kill a man for doing a kindness belongs at the bottom of the sea". Then he threw the vase into the water. When he went back to his net, he found he had caught many fish. He took the fish and went home a very happy man.

Maria Sanchez

Junior High School—

TITLE: *Hurricane Luck*
AUTHOR: Carl Carmer

This story tells about Peter Tebo who wanted to help his father buy equipment to become a fishing guide.

Peter wanted to make some money but didn't know how. Then one day Mrs. Matinson, his teacher, told the class that the shell-man was coming. The children saved shells to sell to the shell-man on his annual visit. They all tried to find a Junonia,

a very rare shell, but so far none had found one. The next day a hurricane hit and it was a big one. Because of the storm, the shell-man did not come. Peter wandered along the beach and found a Junonia! He was sure this would change his luck. The class elected Peter to take all the shells to a shell-man in a near-by town. Peter sold all the shells, but he was very disappointed that the Junonia brought only \$15.00.

Peter bought a tarpon rod for \$10.00, and entered the Junior Tarpon Fishing Tournament for \$5.00. The prize was \$100.00 for the boy who caught the biggest tarpon. The first tarpon Peter hooked got away and he was very discouraged. He finally caught a big one just before the tournament ended. He won the prize of \$100.00 and was so happy that he could help his father buy the equipment.

I enjoyed this story and I think other students would enjoy reading about Peter and how he helped his father.

Tom Bledsoe

Elementary School—

TITLE: *Betsy Ross, Girl of Old Philadelphia*

AUTHOR: Ann Well

This book is about the woman who made our first flag. She was born in 1752 and lived in Philadelphia when she was a little girl. There were twelve in her family. Her family were Quakers and Betsy went to a school for Quaker children. Betsy learned to do many things. She helped her mother take care of the children, make bread and sew. She liked to visit interesting places and one day she met Benjamin Franklin who invited her to come into his printing shop.

Betsy learned to sew very well. She made clothes and other things but her favorite project was making a sampler showing the Liberty Bell against a dark sky filled with white stars. The sampler won a prize at the fair.

Later George Washington asked her to make a flag. She did and that is how she became famous.

Cheryl Millwee

The Dramatic Club
presents:

The Littlest Angel

By Patricia Gray

From the Book by Charles Tazewell
in the Language of Signs

Social Hall

Wednesday, December 17, 1969 — 7:30

Thursday, December 18, 1969 — 8:00

A few days before the birth of Christ, the Keeper of the Gates to Heaven is waiting for a little boy who is coming to enter Heaven. The boy is only 12 years old—he will be the Littlest Angel.

When the Littlest Angel arrives, his robe is dirty, his hair is messy, and his halo is on crooked. The Gatekeeper starts to write his name in the sacred book of names of those who have been accepted into Heaven. The Littlest Angel sneezes so hard that the Gatekeeper blots the page. The Gatekeeper tells the Littlest Angel that he must improve his appearance and behavior.

The Littlest Angel is unhappy in Heaven because he misses the fun he had on Earth as a little boy. It is hard for him to behave like an angel and it seems he is always doing something wrong. Finally, when he is late for choir practice and does not know the songs, the Gatekeeper tells him he has not been a good angel and sends for the Judge Angel.

The Littlest Angel tells the Judge Angel that on Earth he had a box filled with wonderful things. If only he had his box again, he would improve and be a good angel. The Judge Angel orders that the box be brought from Earth.

The Littlest Angel does improve and becomes a perfect little angel. All the other angels are surprised at the change.

On Christmas Eve all the angels are excited. The Christ Child is to be born and each is preparing a gift for Him. The Littlest Angel tries and tries, but can think of nothing he can give. Finally, he decides to give the only thing he has—his box. It is an ugly old box filled with the Littlest Angel's "treasures"—things he had found and collected as a boy on Earth. They are really not worth anything, but they are precious to him.

All the angels place their gifts on the Golden Stairs. The Judge Angel comes to choose the most precious gift for the Baby Jesus. The Judge Angel chooses the Littlest Angel's box. Though the other gifts are more expensive, the Littlest Angel's gift is more precious because he loves the box so much and it is the only thing he has.

A miracle happens—the box begins to shine with a bright golden light. It slowly rises to the sky to shed its light over the stable where Christ is born. The gift of the Littlest Angel becomes what would be forever called the shining star of Bethlehem!

The Littlest Angel

C A S T

Gatekeeper

Daisy Slagle

Littlest Angel

James Barela

Judge Angel

Brooks Harryman

1st Angel

John Tracey

2nd Angel

Janice Jo Garey

3rd Angel

Artie Eyrich

4th Angel

Joanne Popovich

Messenger Angel

Hedy Udkovich

Choir Director

Ricky Garbacz

Choir: John Tracey, Janice Jo Garey, Artie Eyrich, Joanne Popovich, Judy Blair, Don High, Gale Doling, Mike Butterfield and Chris Buchholz

Trumpeters: Ken Watson and Mike Hirsch

Chorus: Laura Escobar, Dianne Elkins, Debby Brown, Norma Weaver, Marlinda Vogel, Charleen Biessener, Becky Fogarty, Chris Clements, David Witchell, Ralph Cardenas, John Lafferty, Rodney McBrearty, Randy Biell, Robert De Beck

Interpreters: Debra Robinson and Eddie Ewald



Dramatic Club's
1968 Christmas Production:
"Happy Christmas To All"



Steven Turner and
Rebecca Fogarty as
Dr. and Mrs. Moore



Heddy Udkovich as
Charity, Steven Turner
as Dr. Moore and
Brooks Harryman as
Benjamin.



Brooks Harryman as
Benjamin and
Patty Burrell as
Cousin Emily.

Senior Palms

Figures of Speech

In language class we are using similies, metaphores, personifications, and hyperboles to improve our original language. Similies and metaphores describe by comparing two different things. "Sally is as mean as a witch" and "Cindy's hair is like a shaggy dog's" are similies. Metaphores show implied comparisons. The simile, "Sally is as mean as a witch", can be changed to the metaphore, "Sally is a witch."

Personifications give human characteristics to inanimate objects. We use action words to describe non-moving things. "The leaves tumbled in the wind" is a personification.

Hyperboles are exaggerations used to make a point. "There must be a thousand oranges in that tree" is an exaggeration. You want to show that the tree is full of oranges.

Figures of speech help us describe what we see and feel in an original way.

Gloria Estrada
Class C

English

We go to English class the eighth period. We use three different books which are **Plain English No. 8, Adventure for Readers I, and The Raindrop.**

We use Plain English for grammar. We have studied the simple, compound, and complex sentences, and other language principles. At present we are working on transitive and intransitive verbs.

In **Adventure for Readers** we read two poems, "Paul Revere's Ride" by Henry W. Longfellow and "The Blind Men and the Elephant" by John G. Saxe. It takes about one week to study a poem. We also enjoyed the captioned film of "The Midnight Ride of Paul Revere".

We like **The Raindrop** because the stories are not too difficult to read. We had the stories of "Aladdin and the Wonderful Lamp" and "Cleopatra".

We reviewed the rules of a term paper. Each student has selected his title, and he is working on his paper. The deadline for handing in the term papers is January 14.

Class N

Mathematics

Recently we have been studying ratio, proportion, percent, and how to find the circumference and area of a circle. In ratio we learned how to compare two things or two groups of things. We learned that a proportion means two ratios that are equivalent. In our work with percent, emphasis was placed on finding interest when we know the principal and the rate. We learned how to figure the interest our money earns when deposited in the bank and the interest we have to pay when we borrow money. We also have been working with circular objects in the classroom. We measured the circumference and then the diameters of several circular objects. Next we divided the circumference by the diameter. All of us came out with a number greater than 3 no matter how small or large the circular object. We thus learned how the Greek letter "pi" evolved. It means approximately 3.141592653 . . .

Chris Clements
Class J

Reading

We have four books in reading. One book, **New Practice Readers**, has nine short stories in each unit. We look in the dictionary for the meaning of new words for each story. After we have read the story we have a test. There are six parts in the test. The first answer is hard because we have to think. The answer is not in the story. The second answer tells what the story as a whole is about. For the third answer we read the story and try to find the word to which the words one, some, them, they, it, or its refer. For the fourth answer we underline yes if the sentence is true, or no if it is not true, or does not say if it is not found in the story. The fifth question has two sentences that are not true. For the last answer we find a word in the story that means the same as the word given in this question.

I think we learn lots reading the stories in this book.

Joan Popovich
Class L

The Middle East

The Fertile Crescent is a broad belt of rich land that extends from the Mediterranean Sea to the Persian Gulf and includes the modern nations of Iraq, Iran, Syria, Israel, Phoenicia and Persia.

From early times there have been struggles for control of this area and five nations have been important in the history of this region: Babylonia, Assyria, Israel, Phoenicia, and Persia.

These people made many contributions to civilization. The Sumerians invented the wheel and used the arch in building. The Phoenicians gave us the alphabet. The Hebrews were the first to believe in one God. They gave us the Ten Commandments. The Babylonians taught the world to build with bricks. Their temple priests were the world's first bankers. Their merchants developed a system of weights, measures like the pound, ounce, and yard. The Babylonians divided the day into minutes, seconds, and hours. King Hammurabi gave the world the first code of laws. The Assyrians had the world's first public library and the Hittites were the first to use iron and horsedrawn war chariots.

We have enjoyed learning about these ancient nations and the many contributions they made to our way of life today.

Class B

Why Do Objects Float or Sink?

Archimedes, a Greek mathematician, physicist, and inventor, lived during 287-212 B.C. He devoted his entire lifetime to research and experiment. One of his discoveries was the law of hydrostatics, known as Archimedes' Principle. It refers to the buoyant force which a fluid exerts upon a submerged object. This force is equal to the weight of the fluid the object displaces. It is said this discovery occurred when he stepped into his bathtub and perceived the displaced water overflowing.

Let's perform an experiment to study Archimedes' Principle. An overflow can is first filled to the spout with water. A metal rod which will sink in water is then weighed in air. Then it is weighed when completely immersed in water. The difference between the two weights is the buoyant force of the water. Next we lower the metal rod into the overflow can and catch

all the water which overflows. The volume of the overflow of water will equal the volume of the metal rod. The weight of the water displaced by the metal rod exactly equals the weight of the buoyant force of the water.

A summary of Archimedes' Principle is:

1. An object sinks in a fluid if the weight of the fluid it displaces is less than the weight of the object.
2. A submerged object remains in equilibrium if the weight of the fluid it displaces equals the weight of the body.
3. If an object when submerged displaces a weight of fluid which is greater than the object's weight, the object will rise and float with part of its volume above the surface.
4. A floating body displaces its own weight of liquid.

Daisy Mae Slagle

Class P

Zero

Zero, the first symbol of the ten digits, was the last to be invented. Zero was invented by the Hindus and introduced by the Arabs. Zephyrum was really the first name used instead of zero but the Italians later changed the word to zero. Zero is a very special number.

Zero is necessary to our mathematical work because it would be hard to work problems without it. Without zero you would not be able to use whole numbers. Long ago people in Europe didn't use zero for a number because zero was not considered a digit or a number. Now we know that zero is an important number. If you have no pencils and somebody asks you how many pencils you have, you could answer "not any" or you could say "zero". Zero means nothing. I do not mean that zero has no meaning.

You can use zero in all operations except as a divisor in division. As a place holder you use zero when you want to write numerals greater than those in one's column. As you can see, zero is an important number in our system of numeration.

Laura Escobar

Class D

Leisure Time Events

Junior Class

There are 64 students in the Class of 1971. The class is the largest in the history of CSDR. Our sponsor is Mr. Fishler and the officers are:

President: Mike Hirsch
Vice-President: Kenneth Watson
Secretary: Barbara Torres
Girls' Treasurer: Heidi Zimmer
Boys' Treasurers: Dan Christy and Don High
Girls' Sergeant-at-arms: Sandra Walker
Boys' Sergeant-at-arms: John Tracey
Editor *Scarlet* and *Gray*: Jimmy Barela
Co-editor: Denise Hulse

We are selling Christmas candy and hope to earn much money for our class treasury.

Barbara Torres
Secretary

Senior Class

There are 25 girls and 22 boys in the Class of 1970, making a total of 47 students.

Our officers for this school year are:

President: Roy Cruz
Vice-President: Brooks Harryman
Secretary: Hedy Udkovich
Girls' Treasurer: Kathy Troncone
Boys' Treasurer: Robert Burns
Sergeant-at-arms: Isaac Abenchuchan

We have had six business meetings so far and we are busy deciding on various things which have to be done before we graduate.

Editor Chris Buchholz and her staff are doing a fine job on our yearbook.

Our senior photographers and the members of the Class of 1970 are busy snapping pictures for our yearbook.

Hedy Udkovich

Girl Scout Troop 337

An Investiture Ceremony was held recently and all the new girls in our troop received their Girl Scout and World Association pins. The girls who were scouts last year each received a gold star to represent her year of scouting.

Troop 318 is looking forward to their trip to Griffith Park. We hope to visit the Zoo, the Hall of Science, go for a walk along the nature trail, and enjoy a big picnic lunch.

Pep Squad

Our selection of Pep Squad Officers for this year are as follows:

President: Chris Buchholz
Vice-President: Kathy Troncone
Secretary: Barbara Torres
Treasurer: Irma Gonzalez
Sergeant-at-arms: Heidi Zimmer

We are looking forward to a successful year and we are working very hard to lift the boys' spirits while playing sports. We would like to have your cooperation in yelling with us when you are at a game. Yeah CSDR!

G.A.A. News

As of now, the softball season is over. At least, it is for us gals. The team which has the right to try out for the World Series next year and will make a better showing than the Mets is Kathy Powell's. The stars on her team are Linda Ride-nour, Susan Lee, Gloria Estrada, Mary Winter, Debbie Robinson, Diane Mesa, Loddie Gonzalez, and Mavis Glass. Joan Popovich with Heidi Zimmer, Rosie Ortiz, Denise Hulse, Debbie Royse, Joanne Miller, Debra Butterfield, Shirley Adame, Kathy Graven, and Claudia Foreman came in second. Taking third place was Kathy Troncone and her team which consisted of Hedy Udkovich, Marlinda Vogel, Gale Doling, Wanda Witczak, Maria Sanchez, Donna Jeter, Linda Wilson, and Sarah Marentez.

Volleyball and volleytennis will be our line till basketball season arrives. The captains for the newly-formed teams are Joanne Taylor, Bonita Rinaldi, Irma Gonzalez, Chris Buchholz, Diane Mesa, Donna Jeter, Hedy Udkovich, and Wanda Witczak.

Hedy Udkovich
Secretary

G.R.C. News

GRC has completed its volleyball tournament. Karen McCalister's team won first place. The members of Karen's team are: Carol Fry, Pam Ridenour, Sally Tucker, Gail England, Beth Gilham, Ingrid Reichardt, and Karen McCalester.

(Continued on Page 24)

Residence Hall News —

(Continued from Page 14)

Nidia Carillo visited Wilma Barajas for the weekend and had a fine time.

Only three of our girls had November birthdays. They were Lisa Lynn, Theo Amey, and Susan Parks.

The Pachappa III girls enjoyed a gay Halloween celebration that included a scary visit to the Haunted House, eating supper in their costumes, and a lovely party given by the Ticktockers.

Lassen I

Lassen I is very proud of their football team. They played against Gage Junior High School and won 28-6. In volleyball, Lassen I beat Shasta IV.

Everette Harvey joined the many people who went to the Grand Prix. He liked the races very much.

In October the boys finished their room contest. It was a very close race, but Francisco Pena, Richardo Gastelum, and Ronny Taylor won by one point over Dale Coons, Kevin Watkins, and Marty Miller. The winners enjoyed a dinner out, and those taking second place had milk shakes and french fries.

The birthday party in November was held for Charles Bill, Mike Selby, Everette Harvey, and Richard Smith.

Lassen I wishes all of you a very Merry Christmas and a Happy New Year.

Lassen II

Winners of the Lassen II room contest were Scott Anderson, Rex Drake, and James Nevins. They enjoyed going out for dinner.

Rubidoux III and Lassen II celebrated Halloween with a party and John Estes presented several skits for their enjoyment. Dean Maiden, Gene Packard, Billy Burdick, Barney Hawkins, and Mike Sliva also presented a skit titled "A Horror House".

Lassen II boys are eagerly waiting for their dark room to open. They will be able to learn how to develop their own pictures.

Celebrating birthdays this month are Harry Whitney, James Nevins, Randy Jackson, Cary Grant, Barney Hawkins, and Sam Holcomb.

Rubidoux I

The Rubidoux I Boy Scouts had a camp-out. They went on a ten mile hike and collected interesting insects and rocks. The insects will be used to embed in plastic for a hobby room project.

The boys studied about outer space in October and learned about undersea life in November for their dormitory language project.

We are especially proud of Mike Schwan, Mike Snabley, Don Lee Hanaumi, Fred Herrera, Eddie Frazer, and Jim Hanna, all of whom maintained an "A" honor status for more than a month.

Eddie Foster enjoyed visiting Donnie Dube's home recently.

Rubidoux II

Paula Collette traveled to the Midwest on a train to attend her grandparents' fiftieth wedding anniversary which is called their Golden Anniversary.

Zoe Ann Palmer became the aunt of a baby boy recently. And Linda Lepisto's family welcomed a new addition to their home.

Vicki Reinert went camping at San Clemente where President Nixon sometimes lives.

We all had a wonderful time at the Haunted House and at our Ticktocker party when we tried creative dancing.

Rubidoux III

Faith Winter took Tina DiGiacomo to her home in Pomona for a birthday party. Karen Nelson and Robin Leisinger went to Merle Miller's house in Burbank for Merle's birthday party.

Many of our girls are enjoying our volleyball tournament. Our teams are the Rams, Packers, and Pops.

Teri Loreman and Patti Walsh went to a Halloween slumber party at Sandi Martin's house in Torrance.

We have enjoyed two parties, one with the Lassen II boys and the other with the tenth grade Ticktockers, who brought a witches brew with them.

Shasta I

The Shasta I girls celebrated Halloween with the Palomar I boys in the gym and club room. Prizes were given for the best make-up and costumes. Heidi Zimmer, who dressed as a muchacho Mexicano, won the first prize. Lucy Petrillo

came as a beautiful oriental girl and took second prize. Joan Popovich, prowling around as a phantom, won third prize. The entertainment consisted mainly of dancing but bobbing for "money loaded" apples was fun, too.

We discovered some amazing talent when we had competitive decoration of rooms. The first, second, and third place winners were taken out to dinner as a special recognition and reward for their efforts. Daisy Slagle and Sandra Walker won first place. Marlinda Vogel and Kathy Troncone placed second, and third place was taken by Barbara Torres and Hedy Udkovich.

Shasta I student council officers for the year are: Irma Gonzales, President; Kathy Troncone, Vice-President; Gale Doling, Social Chairman; Mary Winter, Secretary; and Becky Fogarty, Treasurer.

Shasta II

Joanne Miller received, as a token of appreciation for helping the United States office of Education with an electronic assembly project, a medallion commemorating the landing of the first men on the moon. We are very proud of Joanne.

On October 28 the girls of Shasta II invited the boys of Palomar II to a Halloween party in the gymnasium. The party started at 5:30 p.m. and ended at 8:00 p.m. They played volleyball, then had hamburgers, tacos, burritos, grinders and soda pop. After that they played volleyball again and then a Scramble Shoe game followed by a dance. The party was very good and enjoyed immensely by all.

Shasta III

Those scarey people you may have seen dancing on the Palomar patio were Shasta III and Palomar III having a Halloween party.

All of the students made their own masks and Kathy Dominique and Cindy Smith won prizes for making the best girl masks.

Girls who were chosen for committees were: entertainment, Pamela Robinson, Maria Carrillo, Cheryl Seamans, Pamela Millwee; decorating, Kathy Dominique, Lou Ann Ohai, Laura Boswell, Patricia Metman; refreshment, Sharon Roller, Judy Seid, Donna Allen, Julie Droutsas.

Our girls are actively participating in a volleyball tournament. The three teams are the "Bunnies", with Lou Ann Ohai as captain, the "Love Bugs", with Janet Tovar as captain, and the "Wild Cats", with Mary Ann Epstein as their captain.

Sally Tucker is to be commended for volunteering her Saturday mornings to work as a "candy-striper" at the Los Angeles General Hospital.

Girls receiving prizes for the best decorated room are Laura Boswell, Patricia Metman, and Mary Ann Epstein.

Debbie Campbell was given a farewell party this month. She received a pair of gold earrings from the group as a parting gift. Debbie and her family are moving to Norfolk, Virginia.

Shasta IV

The girls in Shasta IV had a room decorating contest with prizes going to Cindy Alvarado, Rosie Attwell, and Linda Tucker for winning first place. Norma Cordero, Cecilia Ortiz, and Brenda Branton took second place and Carol Fry, Debbie McCallon, and Nancy Jones followed in third place.

Issuing invitations to visit each other's homes is the thing to do this year. Several of the girls have extended their hospitality, among them being Vickie Phillips, Marjorie New, Cindy Alvarado, Debbie McCallon, Donna Condit, Luanne Paquin, and Ruth Valles.

Our volleyball tournament with Lassen I will end this month with a championship game and party in the school gym. Congratulations are due to all boys and girls because they have shown good sportsmanship.

Palomar I

The October birthday party which was held in the club-room for Mike Miller, John Tracey, Todd Brown and Mike Butterfield, also turned into a joint Halloween party with Shasta I. It was complete with the usual ghosts, costumes and Halloween refreshments. James Barela won the first prize for the best boys costume, with Harold Thomas winning second place and Jesse Pearson, third.

Everyone was very jubilant about the homecoming win over Aquinas. It was the first time CSDR has ever defeated that team.

Palomar II

Jim Curtis' parents invited the varsity football team to their home in Cherry Valley after the game with Twin Pines in Banning. They served a delicious barbecue dinner and the boys enjoyed getting to see the ranch, a new colt, and getting to ride the horses. Jim reports that his family is very proud of CSDR as the students are so nice and well mannered. Isn't that a delightful compliment?

Our student council did a superb job of planning the Halloween Party with the Shasta II girls. Everyone bought their own dinner and enjoyed such goodies as grinders, tacos, french fries and hamburgers, which they had ordered from local drive-in restaurants. Later they enjoyed planned games and a fun time was had by all. Steve Anderson should have won a prize for eating the most hamburgers.

There has been some interest in this dormitory's social hygiene program. Subjects under the topic, Social Behavior, have been discussed by nearly all students, and they have learned many things that will be of benefit to them in the future.

Palomar III

Palomar III invited the Shasta III girls for a Halloween party. The girls came over the night before and helped decorate the living room; the boys decorated the windows. The cakes were decorated for the occasion also. At the same party we celebrated the birthdays of Robert Carbine, Robert Green, Tony Ortiz, and James Miller. Everyone had a wonderful time.

We wish to congratulate our Palomar III student council which consists of Glen Palmer, President; Mike Adams, Vice President; Robert Green, Secretary; John Foronda, Treasurer; and Steven Bean and James Baer, Social Chairmen. They are all doing good jobs as officers.

Leisure Time Events —

(Continued from Page 21)

GRC has entered two teams in the Riverside City Recreational Volleyball League. The two teams are The Strong Cubs, with Donna Allen and Donna Swanson as co-captains and the Fighting Cubs with Nancy Jones and Lou Ann Ohai as co-captains. The team members are Donna Allen, Brenda Branton, Susan Crouch, Carol Fry, Tish Hetman, Sharon

Roller, Donna Swanson, Sally Tucker, Donna Condit, Gail England, Nancy Jones, Cynthia McGee, Lou Ann Ohai, Pam Ridenour, Linda Tucker, Mary Ann Epstein, and Rose Attwell. The GRC members hope that their two teams will be victorious in the Recreational League.

Tish Hetman
Secretary

Junior National Association of the Deaf Camp

Last July 27 Dick Stumbo and I flew to Pennsylvania to attend a camp for deaf youth. The camp was held for one month and there were 47 campers from many different states.

The purpose of the camp was to develop the leadership potential of deaf youth.

Every morning except weekends we gathered at Leadership Hall for talks by such distinguished guests as Mr. Panara and Mr. Kubis from the National Technical Institute for the Deaf, Dr. Peikoff and Mr. Gannon from Gallaudet College, Mr. Vasnack of the National Theater of the Deaf, and others.

In the afternoon we played games, swam in the lake, and participated in many different outdoor activities. We had fun.

The evenings were devoted mostly to group talks and discussions led by Mr. Olsen and Mr. Turk. Such topics as "What the Jr. NAD Means", and "Why We Have Jr. NAD" were discussed. We learned a lot from Mr. Olsen and Mr. Turk. They helped us realize the importance of the Jr. NAD for the deaf youth of America.

There were many field trips. The first week of August we visited New York City. We saw the Empire State Building, the United Nations, and then we visited the White Plains (Fanwood) School for the Deaf where we watched an exhibition given by athletes who were to participate in the Deaf Olympics.

We were at Gallaudet College the third week of August and took in many sight-seeing trips in Washington, D.C.

We visited the National Technical Institute for the Deaf the last week of August. It is a very big and impressive place.

A wonderful banquet was held the last weekend of August. We returned to school with fond memories of an exciting summer.
Isaac Abenchuchan

CALIFORNIA SCHOOL FOR THE DEAF, RIVERSIDE

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Madeline Musmanno
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Supv. Cook I

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Joseph Stolber, Stationary Engineer

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Harold Camp, Electrician

Gordon Jones, Electrician

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Mrs. Eleanor Read, R.N.

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Mrs. Vera Gordon, Housekeeper

**CALIFORNIA SCHOOL FOR THE DEAF
RIVERSIDE, CALIFORNIA**

